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ABSTRACT

The Douglas School System (South Dakota) has successfully operated a Time Out/Discipline Model program in their middle school for five years. The program was developed from 1978-1981 with Title IV-C funds and was validated in May 1981. Two major goals have proven statistically successful: (1) students will choose responsible behavior and will reduce the number of times they are sent out of the classroom for inappropriate behavior; and (2) classroom teachers and the principal will increase instructional time and decrease time spent on discipline. The program is based upon Reality Therapy and the Ten Steps of Discipline of Dr. William Glasser. The concepts of Reality Therapy include: involvement with the student as a caring friend; concern with present behavior, not past behavior; student acknowledgement of the appropriateness of chosen behaviors; development of a plan for better behavior which may include referral to the Time Out room for help; student commitment to the plan; no excuses if the commitment is broken; and no punishment, but rather fair and consistent consequences to choosing unacceptable behavior. Two components are essential for success of the program: entire staff commitment and a full-time person available in the Time Out area. (DC)

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1983 NSBA Convention/San Francisco April 23-26
Speaker Engelhardt Clinic No. A-8

Clinic A-8 SCHOOL DISCIPLINE PROGRAMS THAT WORK

Dr. Loretta Engelhardt presenting Time Out/Discipline Model

This afternoon I will briefly describe a Time Out/Discipline Model program that has now been operationalized five years in our middle school of 300 students, 18 classroom teachers, 2 counselors, a principal and auxillary helpers. I come to you from the Douglas School System of approximately 2,500 students located at Ellsworth Air Force Base near Rapid City , South Dakota. Becuase of our proximity to this SAC base, 80% of our students are dependents of military personnel. Although these students move frequently and most likely have a greater variety of experiences; as educators, our behavior concerns are similiar to those you experience in your classrooms. We are concerned with students choosing inappropriate behavior that interfers with the learning and maturing process. We are concerned with the amount of time educators at all levels spend dealing with disruptive behaviors. We are concerned with the number of irresponsible, undisciplined persons in our society.

The discipline management system used throughout our school from the bus drivers to the principal was developed from 1978-1981 with financial aid from Title IV-C; a program that promoted exemplary education. This program demonstrated it was educationally and statistically significant, was validated in May of 1981 and continued to be adopted as a management system by other school districts.

We had two major goals during the project study:

1. Students will choose responsible behavior and reduce the number of times they are sent out of the classroom for inappropriate behavior.
   Outcome The percentage of students sent to Time Out for disruptive behavior decreased from 56% (973 student incidences) in year II to 8% (318 incidences) in year III of the project study . This 8% held consistent in year IV and appears to be maintained this year; year V.

We have a data management system using the Apple II computer that allows us immediate access to which students and teachers are involved with inappropriate discipline actions. This helps us identify problem areas early and apply preventative strategies to meet the needs of both the student and teacher.

2. The second goal is that classroom teachers and the principal will increase the amount of instructional time and decrease the amount of time dealing with discipline concerns.
   Outcome 64% of the teachers surveyed indicated they had additional instruction time. The time the proincipal spent on classroom referred disruptive behaviors fell from a pre-project high of 50% to approximately 12% at the end of year III.

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The philosophical basis of our discipline approach is built upon the concepts of Reality Therapy and the Ten Steps of Discipline of Dr. William Glasser. We work to insure our school is a good place. A place where people are courteous; especially the adults. A place where laughter is heard and communication is practiced. A place where students know the rules, have some involvement in making the rules and know the consequences of breaking the rules.

Each teacher, librarian, lunchroom person, janitor, bus driver and aide knows and attempts to follow the concepts of Reality Therapy.

Be Personal We advocate becoming involved with the student as a caring friend. Involvement with a strong, responsible person is a key to developing a responsible, disciplined person.

Deal with Present Behavior When observing inappropriate behavior, we ask "what are you doing?" Bringing up past behaviors only reinforce failure and hopelessness. Sticking to the present behavior allows the student a fresh beginning.

Value Judgement We believe the student must acknowledge the appropriateness of chosen behaviors and decide if it is helping. Only then will they be motivated to change behaviors.

Plan If the present behavior isn't approp riate, the student may need help planning better better behavior. This plan often is a verbal agreement that takes place between the student and teacher in the classroom. If the student is unable or unwilling to plan on the spot, they are referred to Time Out for help in planning. We have a designated Time Out room in our school. The Time Out counselor will help them complete the student plan, arrange a 30 minute teacher-student conference and call the parents to inform them their child will be home late. The student must plan and meet with the teacher before they are allowed back in the class where the disruption took place.

Commitment The student plans are specific, simple and something they will do, not stop doing. They commit to these plans verbally, by a handshake or by signing their names. It is most important they succeed in keeping this commitment. We strongly believe it is success that builds strength and responsibility. We celebrate each successful plan

No Excuses If a commitment is broken, we don't ask why. That invites excuses. Instead, we surmise it was a poor plan and help replan. Allowing excuses says "I agree you are inadequate and possibly incapable of responsible behavior."

No Punishment Each of us knows punishment increases the feelings of failure. Punishment causes pain, fear and loneliness. We carefully set the parameters of acceptable behavior and establish what is the consequences of choosing unacceptable behavior. If a student knows the rules and what will hapen if he/she breaks the rules, the choice is up to them. The important point here is that the rules and consequences are fair and consistently reinforced.

This program is easily adoptable by school district that hold the philosophy that each individual is responsible for their own behavior. The charge to the school personnel is to set fair guidelines and expectations regarding behavior. Each educator must truly care about the students and believe success builds discipline and responsibility. The major cost of this program is the inservicing of the staff. We believe for this Time Out discipline approach to work, two components are essential: 1. Entire staff commitment and 2. A full time person available in the Time Out area to help students plan. Our school district is fully commited to this discipline management system and invite you to pick up one of our brochures at this meeting and come visit us on-site.